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ABSTRACT

A study examined the effects of sexist communication patterns on career choices. To gather data for the study, researchers constructed two separate questionnaires. The first questionnaire consisted of 48 items that were carefully worded to be sex-neutral. The second questionnaire contained sexist versions of the original 48 items. Altogether, 221 responses were received, of which 86 were from females and 135 were from males. Of the 109 sex-neutral questionnaires that were completed, 40 were completed by females and 69 were completed by males. Based on their analysis of these questionnaires, the researchers concluded that communication patterns do affect career choices. When presented with a sex-neutral job situation, the respondents were more likely to select the correct outcome than when presented with a sex-biased, but otherwise comparable, situation. Both male and female respondents were reluctant to place workers into nontraditional roles. Based on these findings, recommendations were made calling for further study and for evaluation of career guidance materials used in Louisiana for sexist wording. (Both questionnaires are appended.) (MN)

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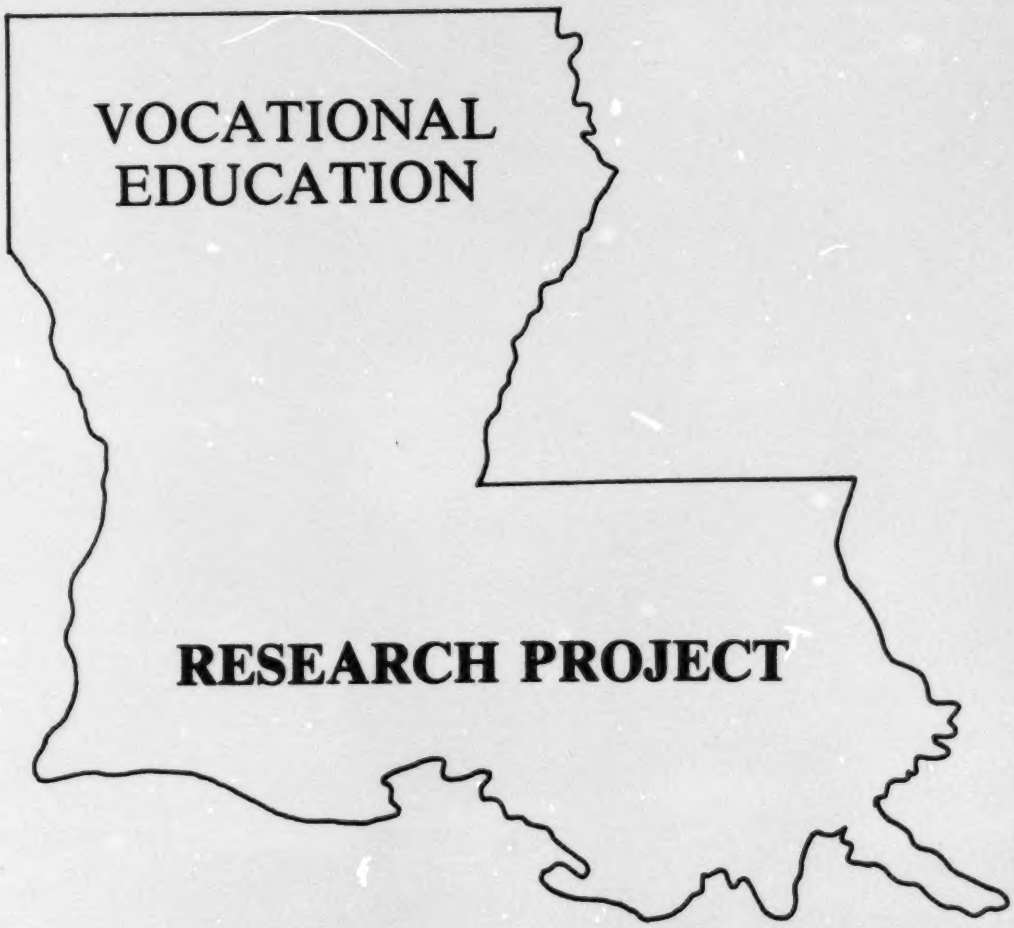
EFFECTS OF SEXIST COMMUNICATION PATTERNS ON CAREER CHOICES



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State Superintendent

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

EFFECT OF SEXIST COMMUNICATION PATTERNS ON CAREER CHOICES

November 1983

Office of Vocational Education

N. J. Stafford, Jr.
Assistant Superintendent

J. Kelly Nix
State Superintendent

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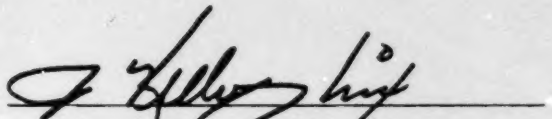
FOREWORD

This research project, "Effect of Sexist Communication Patterns on Career Choices," was produced as a result of funding by the Louisiana State Department of Education to Nicholls State University of Louisiana.

The results of this research will provide information to guidance counselors throughout Louisiana to help them in appraising career literature and, thereby, enabling them to direct students in selecting appropriate careers without regard to sex.



J. KELLY NIX, STATE SUPERINTENDENT

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This publication represents the cooperative efforts of personnel at Nicholls State University and Louisiana State Department of Education. Special recognition goes to Dr. Sallye S. Benoit who served as project director and Dr. L. Wayne Shell who served as statistician in the development of the research project.

N. J. Stafford, Jr. Ed.D
Assistant Superintendent
Office of Vocational Education

EFFECT OF SEXIST COMMUNICATION PATTERNS ON CAREER CHOICES

Sexist communication attacks the very core of the psyche of women and instills and perpetuates the sense of chauvinism in men. Communication, whether written, oral, or nonverbal, is the insidious creator of a self-image of second-ratedness within girls and women and of super-ratedness in boys and men. These images are all the more dangerous because their victims subconsciously accept them as being rooted in nature, as traditional 'laws' not to be broken.

Determining the extent to which sexist communication patterns influence the career choices of college freshmen will help educators to analyze why members of the opposite sex too infrequently enter non-traditional occupational programs. Perhaps this research will provide the means by which non-traditional programs can better attract members of the opposite sex. Such improvement might take the form of more sex-neutral guidance materials. It might come about as guidance counselors are unemcumbered by outdated, stereotyped attitudes concerning students' careers with respect to their sex.

INTRODUCTION

This project developed an instrument to determine whether career choices have been influenced by sexist communication patterns. The instrument consisted of a pair of related

instruments, one extensively validated as sex-neutral, the other deliberately sex-biased. Each half of the instrument consisted of 48 items, in which question i of the neutral instrument was contextually the same as question i of the biased instrument. The bias was created by substituting wording in terms of a person of a specific sex for the original neutral wording.

Researchers agree that language, and hence communication patterns, can affect decisions made by males and females. For instance, an experiment on college students asked each student to illustrate the phrases "political man" and "urban man." Sixty-four percent of the students selected all-male pictures. When asked to illustrate "political behavior" or "urban life," only 50 percent of the selected pictures were all-male.(1)

A second example is more relevant to the current study and its concern that communication patterns can influence, and have influenced, the career choices of young men and women. High school students were asked to rate their interest in job advertisements. Female students showed no interest in jobs labeled 'XXXXX-man,' but showed increased interest in 'XXXXX-woman.' Male students showed no interest in jobs

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(1) New York State Education Department, Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators, 1977, p. 54. (ED 147 544)

associated with the pronoun "she," but showed interest instead where the pronoun "he" was part of the job ad.(2)

SURVEY OF THE LITERATURE

The search for relevant publications began locally, using the Educational Resource Information Center (ERIC) as the obvious place to start, since the overall focus of the project concerned career guidance, a clear subset of primary, secondary, and higher education. The search utilizing the electronic files of ERIC initially revealed almost no useful works. A second electronic search, utilizing the resources of the Louisiana State Department of Education, turned up little more. The researchers inferred that this apparent dearth of information was the effect of descriptors which were too arcane--not descriptive enough--for this important topic. Only in retrospect could the researchers develop a search language that would produce an adequate bibliography. An important clue to the literary detective work was found not in the electronic searches, but in the library of a sex-equity officer. The Sourcebook of Measures of Women's Educational Equity contains descriptions of instruments dealing with many forms of sex bias, including career choice. Several of these instruments, and the texts of the projects in which they were developed and validated, were pertinent to this study.

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(2) Ibid.

It is not the purpose of this project to produce a voluminous study of the available literature. There are already several surveys and annotated bibliographies in this field. Three most worthy of mention are as follows:

> The ACT Vocational Interest Research Program: Summary of Reports, 1983, by Dale J. Prediger and Richard R. Lamb of the American College Testing Program, Iowa City, Iowa.
>
> Project BORN FREE: Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Post-Secondary/Higher Education Level, 1977, L. Sunny Hansen, Director, of the University of Minnesota, Minneapolis, Minnesota.
>
> Sourcebook of Measures of Women's Educational Equity, 1979, by Beverly J. Parks, et al., of the American Institutes of Research Palo Alto, California.

The Sourcebook generated several leads, the best of which was to the American College Testing (ACT) Program's "Assessment of Career Development (ACD)" instruments, and to the director of the program in which they were developed, Dr. Dale Prediger.

THE ACD INSTRUMENT

The major purpose of the ACD, as stated in its accompanying user's guide, is to help counselors and administrators with two tasks. The first purpose is obtaining information needed in developing effective guidance programs tailored to individual

students. The second purpose is assessing the outcomes of career guidance programs initiated in special projects and studies.(3)

The ACD instrument deals with occupational awareness, self awareness, and career planning and decision-making skills of students. The instrument has been thoroughly tested for content validity and reliability. Details of these tests are found in the user's guide mentioned earlier.(4)

The most common form of questioning on this instrument was a statement to be completed by one of four possible multiple-choice responses. Top scores for males and females were approximately the same; bottom scores for males were lower than bottom scores for females. The user's guide speculated that this difference was due to differential reading abilities of male and female students.(5)

There were some differences in male and female scores that reflect sex role stereotyping common in American society. The Sourcebook advised that, since content validity varies from one school setting to another, potential users make final judgment of

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(3) The American College Testing Program, Assessment of Career Development Handbook (User's Guide and Report of Research (Boston: Houghton Mifflin Company, 1974), p. 1.

(4) Ibid., p. 25.

(5) Ibid., p.35.

the validity of the ACD in each specific situation.(6) Even though the instrument developers reported some stereotyping of responses by male and female students, the instrument did contain questions covering a very wide variety of job situations, with no obvious sex bias. The researchers inferred that the ACD instrument was sufficiently sex-neutral for the current project.

The researchers obtained permission from Dr. Dale J. Prediger to make extensive use of the ACD instrument, which is no longer actively used by the American College Testing Program.

CONSTRUCTION OF THE INSTRUMENT

This project selected 48 items from the ACD instrument, to be used verbatim as the sex-neutral half of the instrument to be pretested. These 48 items represented the least sex-stereotyped items among the 52 items in the Jobs Knowledge portion of the ACD which were of the appropriate multiple-choice format. By using the least sex-stereotyped items of the ACD, researchers assumed they were able to enhance the content validity in the current setting.

The sex-biased half of the instrument was constructed by carefully rewording each of the original 48 items. Most of the original questions referred to a person--generally not identified

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(6) Beverly J. Parks, et al., Sourcebook of Measures of Women's Educational Equity, (Palo Alto, California: American Institutes of Research, 1979), p. 101.

by sex--in a work setting. The original questions were biased by replacing this 'sexless' person with a male or female title or first name. The questions were properly paired on the two versions. Question i of the original (sex-neutral) was reworded to become question i of the revised (sex-biased) form. Thus the completed instrument consisted of two sets of 48 questions each.

The choice of male versus female first name was dependent upon the set of occupational choices that were the responses to the question. The researchers' intent was to provide the respondents with a mixture of job situations ranging from sex-stereotyped through sex-neutral to non-traditional. The resulting mixture of first names favored females over males by approximately two to one. This balance was appropriate to the objective of presenting the variety of job situations described above, since the original ACD document contained a high proportion of traditionally male-oriented jobs.

The researchers assumed that questions constructed to present workers in non-traditional roles would enable easier detection of the effects of sexist communication patterns on career choice. Therefore, these types of questions were more common than stereotypical questions, which were in turn more common than sex-neutral questions. The specific numbers of each were 26 non-traditional, 13 stereotypical, and 9 sex-neutral. Nineteen of the 26 non-traditional employment questions place female workers in jobs ordinarily held by male workers.

The above assumption was based upon the results obtained from administering a 20-item version of the proposed instrument. This abbreviated questionnaire was given in July 1983 to 25 students in a classroom setting. Questions worded toward non-traditional employment were more able to detect differences between male and female respondents. Sex-stereotyped job situation questions were less discriminating than the non-traditional questions. Sex-neutral questions were the least discriminating. If sex-biased communications do have an influence upon career choice, then sex-biased communications would influence respondents' answers to the proposed questionnaire. The effects of the sex-biased communications patterns would be that (1) male and female respondents would answer the same (biased) question differently, and (2) males (females) responding to a biased question would answer differently from males (females) responding to the respective sex-neutral question.

INSTRUMENT PRETEST

The completed instrument was pretested on September 30, 1983, by students enrolled in a freshman-level Introduction to Business course. These students were not assumed to be a valid cross-section of college freshmen. They were, for the most part, students who would later major in some field of business administration. The researchers expected that their knowledge of careers and of jobs content would be higher than that of college

freshmen as a whole. The pretest convenience sample contained a good representation of males and females, and (by observation only) a good representation of blacks and whites. Altogether 221 responses were received, of which 86 were from female respondents and 135 from male resondents. One hundred twelve sex-biased questionnaires were completed; 109 sex-neutral questionnaires were completed. Forty-six of the 86 female respondents answered the sex-biased form; 40 completed the neutral form. Sixty-six males completed the sex-biased form; the remaining 69 males completed the sex-neutral form. These values indicate that approximately half of all males, and approximately half of all females, answered each half of the questionnaire. Thus there was no bias in the distribution of questionnaires between male and female respondents.

Statistical reports were generated from the students' answers in this pretest. The simplest report, a frequency report, provided the percent of correct answers on each item from all respondents. Next, a subgroup report was generated for each of the halves of the instrument, for each sex. Altogether four subgroup reports were produced.

(1) Males responding to the sex-neutral version

(2) Females responding to the sex-neutral version

(3) Males responding to the sex-biased version

(4) Females responding to the sex-biased version

Values obtained from these reports were used to produce a contingency table for each of the 48 items. A sample table is produced below.

Percent Correct Answers, Question 18

	MALE	FEMALE
NEUTRAL	84.1	40.9
BIASED	72.5	26.1

OVERALL = 57.2

The first analytical step was to inspect each pair of items (e.g., both versions of question 18), with reference to the appropriate contingency table. for flaws in item construction. For example, where the "biased" correct answer percent was greatly different from the "neutral" correct answer percent, items were checked for parallel construction and for equivalence of stems. Items which had very low correct answer percents overall were similarly investigated. The researchers found nine of the 48 items which required rewording or omission from further use. Items 10, 11, 18, 30, 35, 37, 39, 42, and 45 were flawed and were not subjected to further statistical testing. The remaining 39 items (plus one additional item created by improving one of the omitted items) on each of the two halves of the instrument would constitute the finished product.

STATISTICAL INFERENCES

The basic statistical test employed was a Chi-Square Test of Uniformity. Each of the 39 items was tested, using the data of the contingency tables previously developed. The following items showed differences from a uniform response rate at the .Ø5 level of significance: 5, 7, 9, 12, 21, 26, 28, 31, 34, 37, 41, 44 and 46.

INTERPRETATION OF RESULTS

On Item 5, scores by both males and females were lower on the biased than on the neutral half of the instrument. Respondents were affected by the communication patterns of the item. That is, respondents were reluctant to select an answer that placed a male worker into a traditionally female job situation. This response bias was evident in the other items which had significant differences from a uniform response rate.

Respondents were reluctant to consider a female in a dangerous job situation in Item 7. On Item 9, respondents were again unwilling to place a male worker into a traditionally female occupation. In this instance, scores on the neutral half of the instrument were higher than scores on the biased half, and female scores exceeded male scores on each half.

Item 12 related to stressful job situations. In the neutral version, the worker's sex was not identified; scores were

reasonably high. In the biased version, the worker was female, and scores were significantly lower. Respondents were unwilling to place a female worker into a stressful and male-dominated occupation.

Artistic ability was the focus of Item 21. Respondents were reluctant to select 'interior decorator' as the correct reponse for the female worker. Interior decorating is traditionally a male oriented profession. The population of the study would not accept 'Bruce' as a receptionist--the traditionally female occupation required a female--for Item 26. Again in Item 28, the respondents did not often select the profession of electrical engineering, a male dominated profession, for a female.

Item 31 indicates that Mrs. Jarvis is about to become a plumber. The students selected another answer as they thought that Mrs. Jarvis, a woman, could not be a plumber. Computer programmers are most often men; therefore, in Item 34, Veldene was not selected as one.

Female respondents scored higher than male respondents on Item 41, indicating that males were more reluctant than females to consider a female for the job situation of 'author.' Scores on the biased half of Item 44 were much lower than on the neutral half, indicating a reluctance to place a female in the job situation of 'farmer.' Male respondents to Item 46 had lower scores than female respondents, indicating that males perceived the occupation of 'research chemist' as a male profession.

CONCLUSIONS AND RECOMMENDATIONS

The results of the pretest implied that communication patterns do influence career choices. When presented with a sex-neutral job situation, male and female respondents were more likely to select the correct outcome than when presented with a sex-biased, but otherwise comparable, situation. Both male and female respondents were reluctant to place workers into non-traditional roles. This tendency would imply that students consider primarily, if not exclusively, those career options that have traditionally been held by their own sex.

The inferences drawn from the pretest should be more carefully tested by using an improved instrument on a broader population of students. If further study supports the results of the pretest, then guidance counselors throughout the State should evaluate their career guidance materials for communication patterns--such as sexist wording--that might prevent a student from considering all possible career options.

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A P P E N D I X

JOBS KNOWLEDGE QUESTIONNAIRE--NEUTRAL

(Neutral did not appear on the
students' questionnaire)

JOBS KNOWLEDGE QUESTIONNAIRE--NEUTRAL

We're conducting a study of students' knowledge about jobs and careers. Please complete the questionnaire below by selecting the best response to each question. Place the letter of your response in the blank to the left of each question. This will take only a few minutes of your time. Your cooperation in helping us is greatly appreciated.

____0. My sex is

a. Female
b. Male

____1. Who would most likely assist people in making arrangements for an out-of-town trip?

a. airline stewardess or steward
b. porter
c. urban planner
d. travel agent

____2. Who packages and keeps track of goods ordered by customers?

a. a sales manager
b. a mail room supervisor
c. a dispatcher
d. a shipping clerk

____3. Who posts credits and debits in a ledger?

a. a postal clerk
b. a stenographer
c. a bookkeeper
d. an actuary

____4. Who spends the most time working with groups of people?

a. a bookkeeper
b. a playground director
c. a proofreader
d. a translator

____5. In which job is knowledge of English grammar most often used?

a. sign painter
b. millwright
c. secretary
d. dressmaker

____6. Which one of the following jobs most often requires working irregular hours?

a. auto mechanic
b. junior high school teacher
c. barber
d. newspaper reporter

____7. Which of the following have the least dangerous job?

a. medical lab technicians
b. iron workers
c. police officers
d. coal miners

____8. Mathematical ability is most important for success in which one of the following jobs?

a. librarian
b. mechanical engineer
c. anthropologist
d. hotel manager

____9. Who spends the most time standing while working?

a. a securities account executive
b. an optician
c. a flight engineer
d. an appliance salesperson

____10. Which one of the following jobs would most likely require working during evenings or Saturdays?

a. department store clerk
b. telephone installer
c. elementary school teacher
d. roofer

____11. Which of the following jobs usually requires the least amount of training?

a. physical therapist
b. electrical engineer
c. licensed practical nurse
d. hospital attendant

____12. Which of the following works under almost constant stress?

a. industrial engineer
b. bulldozer operator
c. air traffic controller
d. bartender

____13. Which of the following jobs usually requires the least amount of on-the-job training?

a. route-delivery driver
b. police officer
c. air traffic controller
d. firefighter

____14. Interest in reading and studying is most helpful in which one of the following jobs?

a. bookbinder
b. computer programmer
c. horticulturist
d. historian

____15. Who spends the most time helping people with personal or family problems?

a. banker
b. police officer
c. clergyman or clergywoman
d. teacher

____16. Six years of college and professional training are usually required to get a job as--

a. an elevator repair worker
b. a cashier
c. a draftsman or draftswoman
d. an optometrist

____17. Biology and chemistry courses would probably be most helpful to a student thinking about becoming a--

a. meatcutter
b. tailor
c. jeweler
d. dietitian

____18. A four-year college degree is not usually needed to get a job as--

a. a pharmacist
b. an astronaut
c. a musician
d. a physicist

____19. A high-school diploma is usually all that is required to get a job as--

a. a clothing salesperson
b. an X-ray technician
c. a mining engineer
d. a home economist

____20. Placing children in foster homes and arranging adoptions are most often done by a--

a. probation officer
b. child psychologist
c. social worker
d. lawyer

____21. Bill has artistic ability, a vivid imagination, and enjoys working with people. He received above-average grades in high school and continued his education after graduation. Bill is now employed by a large, well-known department store where he holds one of the following jobs. Which one seems MOST likely?

a. shoe department manager
b. interior decorator
c. maintenance man
d. sales clerk

____22. Jack has always been interested in helping others. He is friendly, outgoing, and a good listener. After graduating from college with above-average grades, he served two years in the Peace Corps. He then took one of the following jobs. Which one seems MOST likely?

a. college professor
b. dental assistant
c. social caseworker
d. airline steward

____23. Jane earned good grades in high school and college. She did quite well in science, especially zoology, which was her college major. She enjoys dealing with people and does not mind working long irregular hours. She is now in a professional school preparing for one of the following jobs. Which one seems MOST likely?

a. chemical engineer
b. lawyer
c. medical doctor
d. statistician

____24. Frank would like to be a hairstylist. Doing well in which one of the following high school courses would provide the BEST evidence that he would be successful in that job?

a. physics
b. French
c. stenography
d. art

training, in which one of the following businesses or organizations would he be LEAST likely to seek employment?

a. an insurance company
b. a university
c. a large city school system
d. a travel agency

____26. Mary took several business courses while in high school. English was her poorest subject. Her favorite outside activity was the Dramatic Club. She is a well-groomed, poised, and alert person who likes to be around people. She now holds one of the following jobs. Which one seems MOST likely?

a. secretary
b. receptionist
c. stenographer
d. hotel maid

____27. Jean enjoyed her high school courses in art and mechanical drawing. She also enjoyed and did well in mathematics and science courses. Jean is now preparing for one of the following jobs. Which one seems MOST likely?

a. drafting
b. retail sales
c. pharmacy
d. plastering

____28. Joe scores high on tests of mechanical ability. He is very skillful with his hands and has a sensitive touch. He has a great deal of patience and enjoys doing work others find tedious and frustrating. Joe recently dropped out of high school and is now preparing for one of the following jobs. Which one seems MOST likely?

a. bricklayer
b. electrical engineer
c. accountant
d. watch repair person

____29. Speech and debate courses would probably be MOST useful to a student thinking about becoming a--

a. barber
b. radio announcer
c. taxicab driver
d. purchasing agent

____30. A four-year college degree is usually needed to get a job as--

a. a printer
b. a forester
c. an actor or actress
d. a tool and die maker

____31. It is usually necessary to enter an apprenticeship program to become a--

a. dry cleaner
b. florist
c. plumber
d. bank teller

____32. Helping physically disabled people return to work is the job of--

a. a medical technologist
b. a rehabilitation counselor
c. a clinical psychologist
d. a physiologist

____33. Buildings are usually planned and designed by--

a. a pattern maker
b. an architect
c. a building contractor
d. an engineer

____34. Which of the following jobs involves working with people and with data or records?

a. punch press operator
b. computer programmer
c. wholesaler
d. commercial artist

____35. Which of the following jobs has the most potential for promotion?

a. bank teller
b. welder
c. personnel director
d. research chemist

____36. Which of the following jobs requires a great deal of attention to details?

a. professor
b. department head
c. accountant
d. maintenance engineer

____37. Having a friendly personality is especially important in which one of the following fields?

a. Certified Public Accountant
b. loan officer
c. sculptor
d. personnel director

____38. The ability to imagine how objects would look when viewed from different angles is most important for success in which one of the following jobs?

a. photographer
b. dental hygienist
c. veterinarian
d. astronomer

____39. Which one of the following jobs most often requires working irregular hours?

a. file clerk
b. nurse
c. key punch operator
d. systems analyst

____40. Workers in which one of the following jobs are likely to have interests most similar to those of accountants?

a. bankers
b. lawyers
c. chemists
d. engineers

____41. Which of the following jobs requires the longest period of specialized training?

a. meter reader
b. author
c. child care aide
d. bank teller

____42. In which of the following jobs would a person who prefers work involving many different kinds of tasks be most satisfied?

a. assembly line worker
b. hardware store manager
c. office clerk
d. typist

____43. In which of the following jobs would a person who values job security be most satisfied?

a. postal clerk
b. carpenter
c. disc jockey
d. politician

____44. In which of the following jobs would a person who values independence be most satisfied?

a. computer operator
b. bookkeeper
c. farmer
d. telephone operator

____45. In which of the following jobs would a person who DOES NOT value job security be interested?

a. professor
b. truck driver
c. credit manager
d. musician

____46. In which of the following jobs would a person who values independence and who does not mind working alone be most satisfied?

a. newspaper editor
b. research chemist
c. hospital orderly
d. factory worker

____47. In which of the following jobs would a person use creative design skills?

a. research chemist
b. mechanical engineer
c. corporate banker
d. tax lawyer

____48. In which of the following jobs would a person who prefers working with small children be most satisfied?

a. recreation director
b. hospital attendant
c. kindergarten teacher
d. swimming pool attendant

JOBS KNOWLEDGE QUESTIONNAIRE--SEX BIASED

(Sex-Biased did not appear on the students' questionnaire)

JOBS KNOWLEDGE QUESTIONNAIRE--SEX-BIASED

We're conducting a study of students' knowledge about jobs and careers. Please complete the questionnaire below by selecting the best response to each question. Place the letter of your response in the blank to the left of each question. This will take only a few minutes of your time. Your cooperation in helping us is greatly appreciated.

____0. My sex is--

a. Female
b. Male

____1. Larry wants a job helping people arrange out-of-town trips. He would prefer to be--

a. an airline steward
b. a porter
c. an urban planner
d. a travel agent

____2. John packages and keeps track of goods ordered by customers. His occupation is--

a. a salesman
b. a mail room supervisor
c. a dispatcher
d. a shipping clerk

____3. Mary posts credits and debits in a ledger. Her occupation is--

a. a postal clerk
b. a stenographer
c. a bookkeeper
d. an actuary

____4. Sallye wants a job that requires spending time with groups of people. She would prefer to be--

a. a bookkeeper
b. a playground director
c. a nurse
d. a translator

____5. Charles is considering his choice among the following occupations. In which job is his knowledge of English grammar most used?

a. marketing representative
b. shop foreman
c. administrative assistant
d. fashion designer

____6. Celeste is considering her choice among the following occupations. Which one of the following jobs most often requires working irregular hours?

a. auto parts clerk
b. elementary school teacher
c. hair stylist
d. newspaper reporter

____7. Betty wants a job that promises some danger or adventure. She should not select to be a--

a. medical lab technician
b. steelworker
c. police officer
d. coal miner

____8. Janelle wants to select a job that allows her to use her mathematical ability. She should select to be a(n)--

a. librarian
b. mechanical engineer
c. anthropologist
d. administrative assistant

____9. Wayne spends most of his working hours on his feet. His occupation is--

a. a stock broker
b. an optician
c. a flight engineer
d. a dental hygienist

____10. Jacob wants a job that does not ordinarily require working evenings or Saturdays. His job choice should be--

a. department store clerk
b. plumber
c. elementary school teacher
d. telephone operator

____11. Harold wants a job that requires no prior training. He would be interested in a job as a--

a. physical therapist
b. forklift operator
c. practical nurse
d. hospital attendant

____12. Jennifer's job requires that she handle stressful situations constantly. She might be--

a. a personnel director
b. a bulldozer operator
c. an air traffic controller
d. a word processing supervisor

____13. Rebecca needs a job that requires very little training. She should apply for the position of--

a. laborer
b. police officer
c. secretary
d. firefighter

____14. Ms. Liebermann likes to read and study. Which occupation would be of most interest to her?

a. bookbinder
b. computer programmer
c. horticulturist
d. historian

____15. Laura spends much of her time helping people with personal and family problems. Which of the following jobs requires spending the most time with such counseling?

a. a banker
b. a police officer
c. a minister
d. a teacher

____16. Henry has six years of college and professional training. His occupation is probably--

a. an elevator repairman
b. a cashier
c. a draftsman
d. an optometrist

____17. Thomas has taken many biology and chemistry courses in college. He probably is--

a. a butcher
b. a tailor
c. a jeweler
d. a dietitian

____18. Elizabeth has recently earned a four-year college degree. Her training is not necessary in order to become a--

a. pharmacist
b. psychologist
c. musician
d. librarian

____19. Peggy has a high school diploma. She can qualify as a--

a. clothing salesperson
b. medical technician
c. mining engineer
d. home economist

____20. Bob places children in foster homes and arranges adoptions. His job title is--

a. probation officer
b. child psychologist
c. social worker
d. lawyer

____21. Cheri has artistic ability, a vivid imagination, and enjoys working with people. She received above-average grades in high school and continued her education after graduation. She is now employed by a large, well-known department store where she holds one of the following jobs. Which one seems MOST likely?

a. shoe department manager
b. interior decorator
c. maintenance person
d. sales clerk

____22. Ann has always been interested in helping others. She is friendly, outgoing, and a good listener. After graduating from college with above-average grades, she served two years in the Peace Corps. She then took one of the following jobs. Which one seems MOST likely?

a. college professor
b. dental assistant
c. social caseworker
d. airline stewardess

____23. Joseph earned good grades in high school and college. He did quite well in science, especially zoology, which was his college major. He enjoys dealing with people and does not mind working long irregular hours. He is now in a professional school preparing for one of the following jobs. Which one seems MOST likely?

a. chemical engineer
b. lawyer
c. medical doctor
d. statistician

____24. Joan would like to be a hairstylist. Doing well in which one of the following high school courses would provide the BEST evidence that she would be successful in that job?

a. physics
b. French
c. stenography
d. art

____25. Becky is studying to be a statistician. After she completes her training, in which one of the following businesses or organizations would she be LEAST likely to seek employment?

a. an insurance company
b. a university
c. a large city school system
d. a travel agency

____26. Bruce took several business courses while in high school. English was his poorest subject. His favorite outside activity was the Dramatic Club. He is a well-groomed, poised, and alert person who likes to be around people. He now holds one of the following jobs. Which one seems MOST likely?

a. secretary
b. receptionist
c. stenographer
d. hotel porter

____27. Jean enjoyed his high school courses in art and mechanical drawing. He also enjoyed and did well in mathematics and science courses. He is now preparing for one of the following jobs. Which one seems MOST likely?

a. drafting
b. retail sales
c. pharmacy
d. plastering

____28. Fran scores high on tests of mechanical ability. She is very skillful with her hands and has a sensitive touch. She has a great deal of patience and enjoys doing work others find tedious and frustrating. She recently dropped out of high school and is now preparing for one of the following jobs. Which one seems MOST likely?

a. bricklayer
b. electrical engineer
c. accountant
d. watch repair person

____29. Ms. DuBois is considering taking one of the following positions. Her speech and debate courses would probably be most useful if she chose to be a--

a. hair stylist
b. radio announcer
c. stenographer
d. purchasing agent

____30. Elaine is planning to be employed in one of the jobs below. In which one is a four-year college degree usually needed?

a. a printer
b. a forester
c. an actor or actress
d. a tool and die maker

____31. Mrs. Jarvis is about to enter one of the job fields below. In which one is it usually necessary to enter an apprenticeship program?

a. dry cleaner
b. florist
c. plumber
d. bank teller

____32. Chris is interested in helping physically disabled people prepare for returning to work. He would probably be interested in a job as--

a. a medical technologist
b. a rehabilitation counselor
c. a clinical psychologist
d. a physiologist

____33. Beverly is very interested in the planning and designing of buildings. If she wanted a career in this field, she should train to be--

a. a pattern maker
b. an architect
c. a building contractor
d. an engineer

____34. Veldene's job involves working with people and with data or records. She is probably a--

a. punch press operator
b. computer programmer
c. wholesaler
d. commercial artist

____35. Shirley is interested in a job that has promotion potential. She will probably be a--

a. bank teller
b. welder
c. personnel director
d. research chemist

____36. Bobbye is a 'stickler' for details. She is a--

a. professor
b. department head
c. accountant
d. maintenance engineer

____37. Gloria has a friendly personality. This type of personality is especially important in which one of the following jobs?

a. Certified Public Accountant
b. loan officer
c. sculptor
d. personnel director

____38. Sean must possess the ability to imagine how objects would look when viewed from different angles. This ability is most important for success in the field of--

a. photographer
b. dental hygienist
c. veterinarian
d. astronomer

____39. Jeannie's job requires her to work irregular hours. She is a--

a. key punch operator
b. waitress
c. nurse
d. systems analyst

____40. Brenda's job interests are similar to those of an accountant. She is probably a(n)--

a. banker
b. lawyer
c. chemist
d. engineer

____41. Mrs. Smith's job requires a long period of specialized training. Her position is probably that of a(n)--

a. meter reader
b. author
c. child care aide
d. bank teller

____42. Mark is most satisfied with work which involves many different types of tasks. He is most likely to be a(n)--

a. assembly line worker
b. hardware store manager
c. office clerk
d. typist

____43. Michele values job security. In which of the following jobs should she be most satisfied?

a. postal clerk
b. carpenter
c. disc jockey
d. politician

____44. Alice values independence in her job. Which of the following jobs would be most satisfying to her?

a. computer operator
b. bookkeeper
c. farmer
d. telephone operator

____45. Glenn is not interested in job security. In which of the following jobs would he be most interested?

a. professor
b. truck driver
c. credit manager
d. musician

____46. Margaret is a person who values independence and does not mind working alone. Which of the following jobs would be most satisfying to her?

a. newspaper editor
b. research chemist
c. hospital orderly
d. factory worker

____47. Mona employs creative design skills in her job. She is a--

a. research chemist
b. mechanical engineer
c. corporate banker
d. tax lawyer

____48. Milton enjoys working with small children. He is probably a--

a. recreation director
b. hospital attendant
c. kindergarten teacher
d. swimming pool attendant